

Social Media User Students' Academic Procrastination

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ABSTRACT

This study aims to depict students' academic procrastination and social media usage intensity. This was classified into correlational study. The population of the study was 419 students of Semarang State University. The participants were selected by using random sampling technique. Social Media Usage Intensity Scale and Academic Procrastination Scale emerged as the instrument of the study. The data were analyzed using product moment, aiming at analyzing the relationship between variables in 5% significance level. The result of the study can contribute to the University in the form of the depiction of students' academic procrastination due to social media usage. Accordingly, the University can make a certain policy for its students related to social media usage.

Keywords: academic procrastination, social media user

INTRODUCTION

Human resource quality improvement is required as renewal attempts in the field of education. One of the required renewals is to prepare the students to become a long-life learner. The need to prepare students to become a long-life learner is critical since, in this globalization era, the world is full of uncertainty and rapid changes (Handy, 1997). In such conditions, an individual who can become a long-life learner will manage to adjust to the uncertainty and rapid changes (Dryden & Vos, 1999).

This 21st century greatly affects the development of human civilization. This is characterized by significant changes that never occurred before; these changes are called as the era of technology and globalization. In this era, humans are

pampered information accesses and electronic facilities that make their work easier to do. This effortlessness makes students love to do activities that are not associated with their duties as a student. To postpone academic assignments is called as academic procrastination.

Studies in other countries show that procrastination is one of the problems faced by the majority of the people and students in particular. About 25% until 75% of the students are reported to face procrastination in their academic life (Ellis and Knaus; Solomon and Rothblum; in Ferrari, et al., 1995).

A similar study was conducted by Ferrari (2009). It was found that 52% of the students experienced an increase in academic procrastination. It was reported that male

students experience a higher level of procrastination than female students do. It turns out that procrastination is closely related to the students' academic behavior. Some studies on procrastination reveal that the Indonesian students show academic procrastination. A study conducted by Rizvi and Soetjipto (1997) showed that 69% of the students of Faculty of Psychology of Gajahmada University (UGM) academically procrastinate, even 11% of them are considered in high level.

Following Kurniawan et al. (2013), Some factors affecting academic procrastination is peers, laziness, moody, afraid of failure, perfectionist, doing something based on pleasure, and view thesis as a burden and parents' demand. Another notion regarding academic procrastination, according to Muyana (2018), it is affected by a belief in ability, attention deficit, social factors, time management, initiatives, personality, and laziness. Another factor that was found in the preliminary study was high level of social media usage intensity. An online cross-sectional survey with 2257 students of a university was conducted in England. The result shows that 3.2% of the students are categorized as an Internet addict (Kuss, D. J. , Mark D. G, and Jens F. B, 2013).

When the social media users procrastinate, they actually harm themselves. Burka and Lenora (1988) add other external consequences faced by a procrastinator, namely, monetary loss, government penalty (drop out, family tense, and others) In addition, a procrastinator will face internal consequences such as low academic performance, bad learning habit, and low learning motivation (Semb, Glik, and Spencer, in Rizvi and Soetjipto,1997). Another consequence that will be faced by a procrastinator is a low score.

When students cannot address their procrastination, this will hinder students' academic performance. Therefore, a study on the pattern of students' procrastination is needed. The current study was specifically aimed at reviewing the students'

procrastination condition in Semarang State University.

METHODS

This was classified into correlational study. The population of the study was 419 students of Semarang State University. The participants were selected by using random sampling technique. Social Media Usage Intensity Scale and Academic Procrastination Scale emerged as the instrument of the study. The data were analyzed using product moment, aiming at analyzing the relationship between variables in 5% significance level.

RESULT AND DISCUSSION

The quantitative data of this study were collected by distributing social media usage scale and procrastination scale with $r_{count} >$ table in significance level of 5%, $N=419$ with Cronbach's alpha value of 0.544 for social media usage scale and 0.724 for procrastination scale. In other words, the scale used in this study is reliable. Table 1 provides information regarding the level of students' social media usage intensity.

Table 1.

Students' social media usage intensity

	n	Minim um	Maxi mum	Mean	Std. Deviation
Total	419	85	130	102.56	7,627
Valid n (Listwise)	419				

Based on the table above, it is known that $N=419$ with the average students' social media usage by 102.56 with 7.627 of standard deviation. From that scale, category was created, $X \geq 110,188$ represents the high intensity of social media usage, $94,933 \leq X \leq 110,187$ represents the moderate intensity of social media usage, and $X \leq 87,471$ represents the low intensity of social media usage. By using the category, 62 respondents were categorized as having the low intensity of social media usage, 297 respondents were categorized as having the moderate intensity of social media usage, and 60 respondents were categorized as

having a high intensity of social media usage. Next, Table 2 provides information regarding the level of students' procrastination.

Table 2.
Level of students' procrastination.

	n	Mini mum	Maxi mum	Mean	Std. Deviation
Total	419	68	119	96.06	8,588
Valid n (Listwise)	419				

Based on the table above, it can be seen that with N=419, the average score of students' procrastination was 96.06 and standard deviation of 8.588. Following the scale, students' procrastination was categorized as high if $X \geq 104,649$, students' procrastination was categorized as moderate if the score is $87,472 \leq X \leq 104,648$ and the students' procrastination was categorized as low if $X \leq 87,471$. By using the category, sixty-four respondents' procrastination was categorized as low, 288 respondents' procrastination was categorized as moderate, and sixty-four respondents' procrastination was categorized as high.

Based on the data described in table 1 and table 2, it was concluded that the average students' social media usage and procrastination were categorized as moderate. An analysis was made to find out the relationship between procrastination and social media usage among the students of Semarang State University. The analysis was made by using product moment. The analysis is provided in Table 3.

Table 3.
The relationship between Procrastination and Social Media Usage

		Social Media	Academic Procrastination
Social Media Usage	Pearson Correlation	1	-.344**
	Sig. (2- Tailed)		.000
	n	419	419
Academic Procrastin ation	Pearson Correlation	-.344**	1
	Sig. (2- Tailed)	.000	
	n	419	419

Table 3 above shows the coefficient value (rxy) of -0.344 and probability value (p) = 0.000, in other words, there is a positive relationship between variables since the coefficient value is negative. Correlation coefficient value of -0.344 in this relationship indicates that there is a significant relationship. In other words, there is a relationship between procrastination and social media usage among the students of Semarang State University. Following the correlation test above, the correlation coefficient (rxy) of $-0.344 > 0.05$ with p-value < 0.05 indicates that the relationship is significant. The higher the students' academic procrastination, the higher the intensity of social media usage, And vice versa. The result of this study is consistent with the result of the study conducted by Julyanti and Aisyah (2015), it was found that there is positive relationship between Internet addiction and school assignment procrastination among adolescents.

This study found an interesting phenomenon where the students as social media user actually realize that perfection in doing the assignment is critical; they are anxious and regretful when they procrastinate. Pugh (2017) found a correlation between smartphone addiction with social anxiety, self-esteem, age, and gender. It is in agreement with the result of the study conducted by Silvia (2015) that found a positive and significant relationship between social anxiety and social media addiction. This shows that a procrastinator actually understands that a task should be done perfectly, and his procrastination leads to anxiety.

It is in line with the result of the study conducted by Kurniawan et al. (2013), they argue that one of the factors affecting academic procrastination is a propensity to select something by pleasure. Social media is one of the means to bring joy to students. The result of the current study shows that one of the main factors affecting academic procrastination is the usage of handphone or the similar to play social media. So as the study conducted by Hervani (2016) which found that social media usage intensity

effectively contributes to academic procrastination.

From theoretical perspective, the students' procrastination can be distinguished into two types in terms of its purpose and benefit. First, dysfunctional procrastination, it refers to aimless and harmful delay. Second, functional procrastination, it refers to a delay with strong reason, there is a clear purpose so that it is not harmful, it is even helpful to make something more constructively so that a task can be done excellently (Ferrari in Rizvi and Soetjipto, 1997). In addition, academic procrastination can occur due to an individual's stress and low academic performance (Day, Mensink & O'Sullivan, 2000). Therefore, it is theoretically explicable that the respondents' experience can be possibly caused by their low academic performance (prefer to wait/ lack of initiative, lack of commitment).

CONCLUSION

Regarding social media usage, the majority of the students' intensity was categorized as moderate. Besides, Semarang State University students' procrastination, following the determined category, was categorized as moderate. It means that the average social media usage and academic procrastination were categorized as moderate. In addition, the relationship between social media usage and academic procrastination among State University Students was significant. The higher the students' academic procrastination, the higher the intensity of social media usage, and vice versa. The result of the study can contribute to the University in the form of the depiction of students' academic procrastination due to social media usage. Accordingly, the University can make a certain policy for its students related to the social media usage.

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